THE INFLUENCE OF INTEREST IN LEARNING AND HISTORICAL AWARENESS ON HISTORY LEARNING OUTCOMES AT SMK NEGERI 4 JAKARTA

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Abstract. This study aims to examine the effect of interest in learning and historical awareness on learning outcomes at SMK Negeri 4 Jakarta. This research was conducted on grade XI students at SMK Negeri 4 Jakarta from April to May 2024. The research method used is *ex-post facto* research. The research results are as follows. 1) Learning interest has a significant positive effect on the learning outcomes of grade XI students in Indonesian History at SMK Negeri 4 Jakarta. 2) Historical awareness has a significant positive effect on the learning outcomes of 11th grade students in Indonesian History at SMK Negeri 4 Jakarta. 3) Learning interest and historical awareness have a significant positive effect on the learning outcomes of grade XI students in Indonesian History at SMK Negeri 4 Jakarta. Based on the results of this study, it can be concluded that learning interest and historical awareness have an effect on the history learning outcomes of grade XI students of SMK Negeri 4 Jakarta.

Keywords: interest in learning, historical awareness, history learning outcomes

I. INTRODUCTION

Indonesian history is one of the general subjects taught in the Merdeka Belajar curriculum at SMK. History learning emphasizes the reconstruction of the past so that history is used as an auxiliary science such as archeology, sociology, anthropology, biology, ethnography, demography, and others. Meanwhile, according to Hasan, the objectives of history education must contain material in the form of knowledge, cognitive abilities, psychomotor abilities and values contained in each historical event that can be meaningful so that it can develop the nation's identity to face challenges in the future. [1]. Learners' knowledge, attitudes and social skills can be seen from learning outcomes. The learning outcomes themselves can be expressed qualitatively and quantitatively. Qualitative learning outcomes are expressed with statements of very good, good, good enough, not good enough, and so on. Meanwhile, quantitative learning outcomes are expressed in numbers. If alluding to good and satisfying learning outcomes will not be separated from the success of learning. Learning is declared successful if the instructional objectives are achieved. To find out whether or not they are achieved, the teacher conducts formative tests to students to find out the knowledge, absorption and understanding of students about the material taught in history learning. The researcher observed face-to-face learning in Indonesian History class X at SMK Negeri 4 Jakarta in the even semester of the 2022/2023 academic year. Based on these observations, researchers found problems in learning Indonesian History at SMK Negeri 4 Jakarta. SMK Negeri 4 Jakarta has implemented the Merdeka Belajar Curriculum since the 2021/2022 academic year. With the Merdeka Belajar curriculum, students are expected to be active during learning.

However, there are students who tend to be passive in answering and asking questions during learning, and pay less attention to the learning process. [2]. In accordance with Putri's opinion, the same thing is also found in the observation of history learning that there are students who are less active during learning, both answering and asking questions, and even tend to pay less attention to the learning material delivered by the teacher in class. In addition, there are students who lack initiative in asking for supplementary and remedial exams. This shows the students' lack of interest in learning.

History learning does not only focus on providing historical knowledge as a collection of historical facts but also aims to instill historical awareness in students. (Siska, 2020). On observation, students' historical awareness is still lacking. This is because some students lack discipline when singing the national anthem Indonesia Raya before the first hour. In addition, some learners consider historical events as part of the past and not sustainable with the future as seen from the enthusiasm of students in participating in the ceremony which is less solemn. There are learners who fall asleep while watching historical movies which indicates that learners' sense of nationalism is lacking towards shows that show the efforts of national heroes fighting for Indonesian independence. Based on the results of the final assessment of the even semester of class X in the 2023/2024 academic year, the average score of students is 70.82 with the Criteria for Achieving Learning Objectives or KKTP of 75. There are 281 students whose scores are above KTTP while 250 students whose scores are below KKTP.

Based on these observations, researchers are interested in testing whether there is an effect of students' interest and

historical awareness on learning outcomes in Indonesian History subjects. So the researcher took the title "The Effect of Learning Interest and Historical Awareness on the Learning Outcomes of Indonesian History Class XI at SMK Negeri 4 Jakarta".

Learning outcomes are a pattern of behavior change that includes aspects of knowledge (cognitive), attitudes (affective), and skills (psychomotor) so that students not only develop their knowledge, but also their attitudes and skills. [4]. Learning outcomes are changes in behavior that include aspects of knowledge, skills, and attitudes after carrying out learning activities where the quality of change is determined by internal factors of students and the social environment that affects them. [5]. Learning outcomes are the results obtained from learning activities where to get optimal learning outcomes, teachers need to have the ability to use and choose strategies, models, methods, and media in learning. [6]. Learning outcomes are differences in behavior that occur in students after participating in learning. [7]. From the above understanding, it can be concluded that learning outcomes are changes that occur in students and are used as a level of student success in learning expressed in scores obtained from test results. However, in this study learning outcomes are only limited to the cognitive domain. Determination of indicators of student learning success is based on the Criteria for Achievement of Learning Objectives or KKTP of the school concerned.

Interest in learning is a force that comes from the drive of an individual in achieving learning goals where the individual not only depends on his ability but also depends on the goal of mastering the learning. [8]. Interest in learning is a desire in individuals that can be characterized by a feeling of pleasure or interest in a particular object accompanied by focusing attention on that object and a desire to engage in the object's activities because it is meaningful to him. [9]. Learning interest is a feeling of pleasure that students have towards an object and has an impact on the cognitive, psychomotor, and affective of these students. [2]. Based on some of the opinions above, it can be concluded that interest in learning is an interest, willingness, pleasure without coercion from students to carry out learning activities where there is a process of change from lack of knowledge to knowing many things both visibly and invisibly.

Historical Awareness is the awareness needed so that students can get the meaning of the importance of the history of their nation, for the development of their lives in the future. [10]. Historical awareness is an individual awareness that develops into collective awareness related to the trilogy of time, culture, and community knowledge related to the context of truth as a guide to community attitudes and behavior so that it becomes an inseparable part of historical science. [11]. Historical awareness is a key element in learning history that guides the search for validation of truth, guidelines for life, and opens people's understanding of the heritage of wisdom from the past in facing future challenges such as globalization. [12]. History awareness is part of character education because the values and characters of history material can be applied and applied in everyday life. [13]. Based on some of the opinions above, it can be concluded that historical awareness is the

awareness needed by students to understand that humans are part of the past formed by the past so that humans are able to take the value of wisdom from the past for the present and a better future.

II. RESEARCH METHODS

The research method used in the study is ex-post facto research. This is because researchers do not carry out treatment during research and researchers utilize data in the form of questionnaires and documents. The researcher collected data through a learning interest questionnaire and a historical awareness questionnaire which were tested first before being used in the research. At the time of the research trial, the learning interest questionnaire totaled 45 questions and the historical awareness questionnaire totaled 37 questions. After the research trial, there were questions that were invalid so they were not used for research. So that the learning interest research questionnaire amounted to 32 questions and the historical awareness research questionnaire amounted to 27 questions. The documents used by the research are school documents on the results of the odd semester final assessment of class XI in the 2023/2024 academic year. In sampling researchers use random sampling techniques. The population of grade XI students at SMK Negeri 4 Jakarta is 531 students. The sample used was 25% of the population, namely 133 students.

III. RESULTS AND DISCUSSION

The results of this research are as follows. The results of data analysis for the Kolmogorov-Smirnov normality test using SPSS 22 obtained the following values.

Table 1 Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		133
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.65471443
Most Extreme Differences	Absolute	.076
	Positive	.043
	Negative	-.076
Test Statistic		.076
Asymp. Sig. (2-tailed)		.056[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

From the Kolmogorov-Smirnov test results, it was found that the asymp. Sig. (2-tailed) of 0.056 which means 0.056> 0.05. Based on this data, it can be concluded that the variables of this study are normally distributed.

The heterocedaticity test is used to determine whether there are heterocedaticity deviations or not where heterocedaticity is where the variance of the residuals between one observation and another is not fixed. The results of the heterokedatisitas test using the Glejser test are as follows.

Table 2 Heterodaticity Test Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	4.867	4.406			1.105	.271
	Learning Interest	.084	.045		.183	1.868	.064
	History Awareness	-.058	.044		-.127	-1.303	.195

a. Dependent Variable: Abs_RES

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-3.097	7.055		-.439	.661		
	Learning Interest	.353	.072	.344	4.906	.000	.781	1.281
	History Awareness	.484	.071	.479	6.828	.000	.781	1.281

a. Dependent Variable: Learning Outcome

Based on the results of the heterocedaticity test, it is known that the significance value of the learning interest variable (X1) is 0.064 and the significance of the historical awareness variable (X2) is 0.195. The significance value of interest in learning 0.064 > 0.05. The significance value of historical awareness is 0.195> 0.05. So it can be concluded that there is no heterocedaticity in the regression model on the learning interest variable and the historical awareness variable.

The linearity test is used to determine whether the tested variable relationship follows a straight line or not. If the tested variable relationship follows a straight line, the regression and correlation analysis techniques can be carried out so that the linearity test becomes the analysis requirement test. Based on the linearity test calculation, it can be seen that the sig value of learning interest is 0.249 and the sig value of historical awareness is 0.089, which means that the learning interest data sig value is 0.249> 0.05 and the historical awareness data sig value is 0.089> 0.05. If the data has a sig value exceeding 0.05 then the data is linear. However, if the data has a sig value of less than 0.05 then the data is not linear. So it can be concluded that learning interest data and historical awareness data are linear.

Table 3. Linearity Test Results of Learning Interest

ANOVA Table Learning Interest

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcome * Learning Interest	Between Groups	(Combined)	17965.806	49	366.649	2.517	.000
		Linearity	9698.882	1	9698.882	66.573	.000
		Deviation from Linearity	8266.923	48	172.228	1.182	.249
	Within Groups		12092.074	83	145.688		
	Total		30057.880	132			

Table 4. Linearity Test Results of Historical Awareness

ANOVA Table History Awareness

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcome * History Awareness	Between Groups	(Combined)	20106.262	48	418.880	3.536	.000
		Linearity	12298.933	1	12298.933	103.813	.000
		Deviation from Linearity	7807.329	47	166.113	1.402	.089
	Within Groups		9951.618	84	118.472		
	Total		30057.880	132			

Multicollinearity test is used to determine whether the tested variable relationship is multicollinearity or not. The multicollinearity test results are as follows.

Table 5 Multicollinearity Test Results

Based on the results of multicollinearity testing, it is found that the tolerance value is 0.781, meaning that the tolerance value is greater than 0.10 (0.781> 0.10) and the VIF value is 1.281, meaning that the VIF value is smaller than 10 (1.281 < 10). Based on the test results and the basis for decision making in the multicollinearity test, it can be concluded that there is no multicollinearity.

The results of multiple linear regression testing with the help of the SPSS 22 program are as follows.

Table 6. Multiple Linear Regression Test Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708a	.501	.494	10.736

a. Predictors: (Constant), History Awareness, Learning Interest

Based on the results of the tests that have been carried out, it can be seen that the coefficient of determination (R^2) is 0.501, which means that 50.1% of the variation in student learning outcomes is explained by interest in learning and historical awareness. While the other 49.9% is explained by other variables outside the model.

Table 7. Regression Equation

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.097	7.055		-.439	.661
	Learning Interest	.353	.072	.344	4.906	.000
	History Awareness	.484	.071	.479	6.828	.000

a. Dependent Variable: Learning Outcome

From the regression equation table, it can be seen that the B value of the constant is -3.097, the B value of learning interest is 0.353, and the B value of historical awareness is 0.484. As for knowing the relationship and influence of learning interest variables (X1) and historical awareness variables (X2) is explained as follows.

$Y=a+b_1 X_1+b_2 X_2$
$Y=-3{,}097+(0{,}353)X_1+(0{,}484)X_2$
$Y=-3{,}097+0{,}353X_1+0{,}484X_2$

The constant -3.097 means that learning outcomes will be constant at -3.097 if not influenced by variable X1 (Learning Interest) and variable X2 (Historical Awareness). 0.353X1 (interest in learning) has an influence on variable Y (learning outcomes) of 0.353, which means that if X1 is increased by 1%,

variable Y (learning outcomes) will increase by 0.353. Conversely, if X1 is decreased by 1%, variable Y (learning outcomes) will decrease by 0.353. 0.484X2 (historical awareness) has an influence on variable Y (learning outcomes) of 0.484 which means that if X2 is increased by 1%, variable Y (learning outcomes) will increase by 0.484 Conversely, if X2 is decreased by 1%, variable Y (learning outcomes) will decrease by 0.484.

The Effect of Learning Interest on History Learning Outcomes

Table 8. Hypothesis Test Results of Learning Interest

	Coefficients[a]				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	-3.097	7.055		-.439	.661
Learning Interest	.353	.072	.344	4.906	.000
History Awareness	.484	.071	.479	6.828	.000

a. Dependent Variable: Learning Outcome

Based on the results of partial data testing between variable X1 (interest in learning) on variable Y (learning outcomes), it was found that the tcount value was 4.096> 1.978380405 and obtained a significance of 0.000 <0.05, then H0 was rejected and Ha was accepted. Based on this interpretation, it can be concluded that partially (individually) learning interest has a significant effect on the learning outcomes of class XI students in Indonesian History at SMK Negeri 4 Jakarta.

The Effect of History Awareness on History Learning Outcomes

Table 9. Hypothesis Test Results for Historical Awareness

	Coefficients[a]				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	-3.097	7.055		-.439	.661
Learning Interest	.353	.072	.344	4.906	.000
History Awareness	.484	.071	.479	6.828	.000

a. Dependent Variable: Learning Outcome

Based on the results of partial data testing between variable X2 (historical awareness) on variable Y (learning outcomes), it was found that the tcount value was 6.828> 1.978380405 and obtained a significance of 0.000 <0.05, then H0 was rejected and Ha was accepted. Based on this interpretation, it can be concluded that partially (individually) historical awareness has a significant effect on the learning outcomes of class XI students in Indonesian History at SMK Negeri 4 Jakarta.

The Effect of Learning Interest and History Awareness on History Learning Outcomes

Table 10. Hypothesis Test Results of Learning Interest and History Awareness

	ANOVA[a]				
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	15072.852	2	7536.426	65.381	.000[b]
Residuals	14985.028	130	115.269		
Total	30057.880	132			

a. Dependent Variable: Learning Outcome
b. Predictors: (Constant), History Awareness, Learning Interest

Based on the results of simultaneous data testing between variable X1 (interest in learning) and variable X2 (historical awareness) on variable Y (learning outcomes), it is found that the value of the Fcount value is 65.381> 3.065839094 and a significance value of 0.000 <0.05, then H0 is rejected and Ha is accepted. Based on this interpretation, it can be concluded that simultaneously interest in learning and historical awareness have a significant effect on the learning outcomes of class XI students in Indonesian History at SMK Negeri 4 Jakarta.

IV. CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded simultaneously that interest in learning and historical awareness have a significant positive effect on the learning outcomes of grade XI students in Indonesian History at SMK Negeri 4 Jakarta. In addition, partially it can be concluded that interest in learning has a significant positive effect on the learning outcomes of grade XI students in Indonesian History at SMK Negeri 4 Jakarta. Partially, it can also be concluded that historical awareness has a significant positive effect on the learning outcomes of grade XI students in Indonesian History at SMK Negeri 4 Jakarta.

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